

Welcome to the Early Childhood Longitudinal Study (ECLS)

The ECLS collects information during children's preschool through elementary years to help us better understand how family, school, community, and individual factors relate to children's development and learning over time.

Parents, educators, and policymakers can use information collected through the study to improve students' educational experiences.

The study is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education.

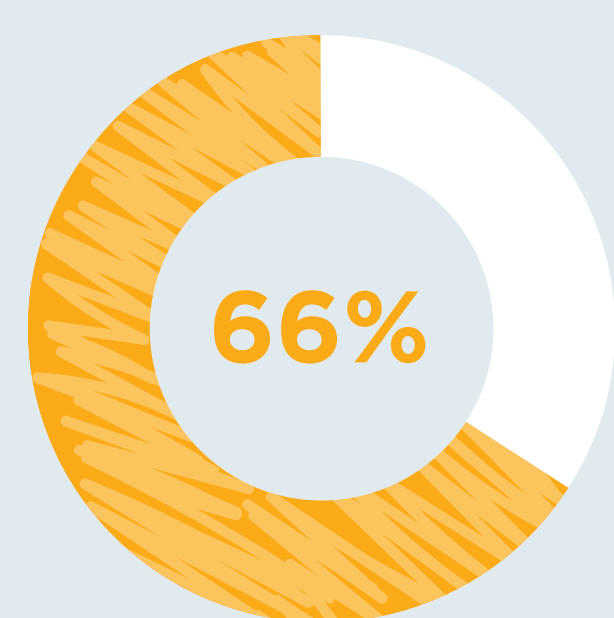
An example of the kind of valuable information the ECLS has provided in the past is below.

"We are happy to make a difference in education and the future of the early childhood program."

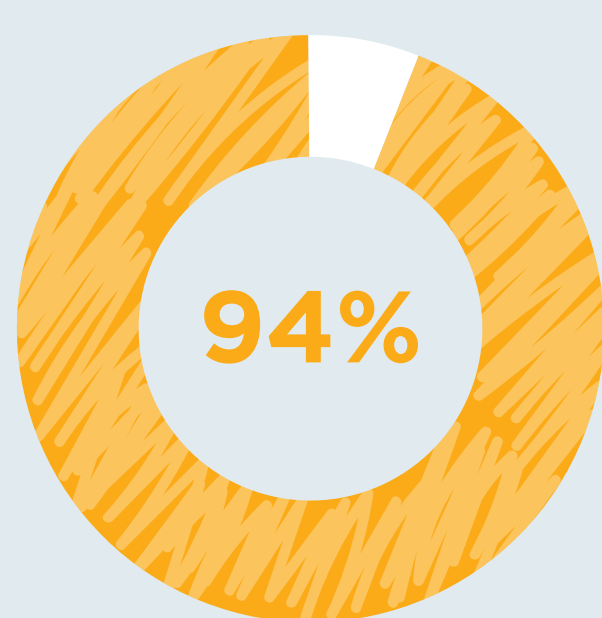
– Parent, Mason City, IA

WHAT KINDERGARTNERS KNOW AND CAN DO

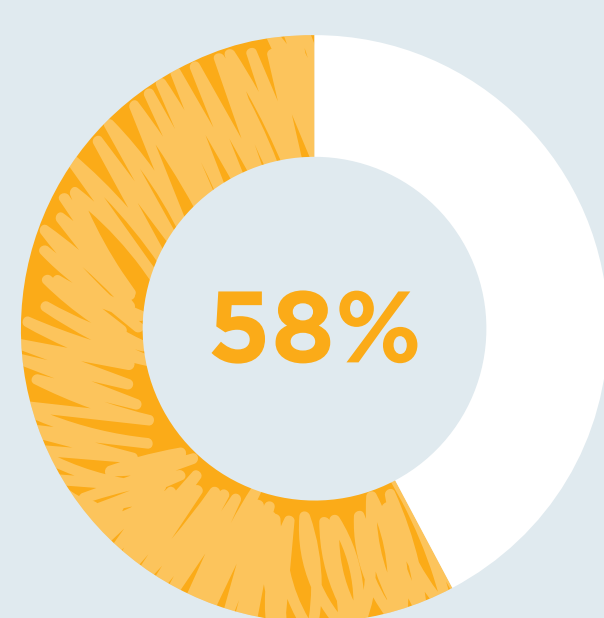
Data from a previous ECLS collection found that among first-time kindergartners:*



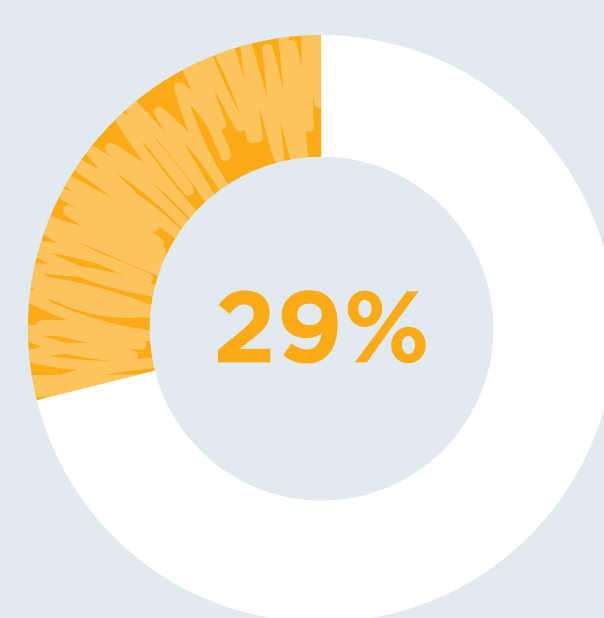
66% were good at recognizing letters



94% were good at recognizing numbers and shapes and counting to 10



58% were good at understanding size comparisons, such as big, bigger, biggest



29% were good at understanding the first sounds of words

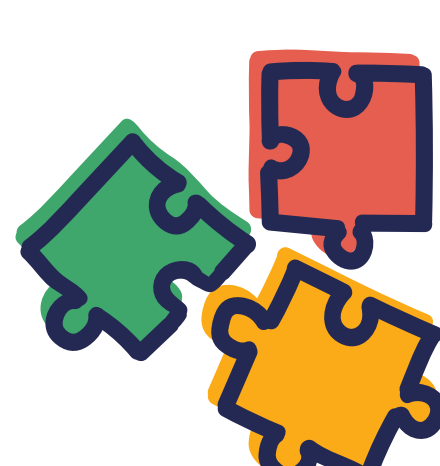
*From *America's Kindergartners*, page vii and 25 (<https://nces.ed.gov/pubs2000/2000070.pdf>)

WHY IS THE ECLS SO IMPORTANT?

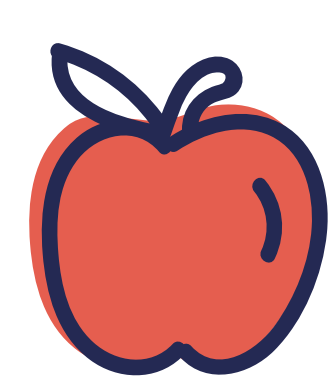
It is important to understand the different environments in which children live and learn because many factors in those environments influence children's school experiences and outcomes. The ECLS allows us to answer the following types of questions.



What knowledge and skills do children have when they start school? What educational activities do they do at home?



Do kindergartners cooperate with one another? How well do they pay attention to their teachers?



How healthy are kindergartners? What types of exercise or physical activities do they participate in?



How do children's knowledge, skills, and behaviors change over time? How do their school experiences change over time?



How well do children's kindergarten programs prepare them for the opportunities and challenges in later grades?

"I feel strongly that more parents should get involved to help improve the education system in this country. I am very excited and happy to be a part of this landmark study."

– Parent, Boston, MA

INSIGHTS FOR CLASSROOM PRACTICE

From previous ECLS data collections, we have learned that kindergartners whose teachers spent more time focusing on reading and writing skills showed greater learning in those areas during the school year than those whose teachers spent less time on such skills.*

*From *Teacher Qualifications, Instructional Practices, and Reading and Mathematics Gains of Kindergartners* (<https://nces.ed.gov/pubs2006/2006031.pdf>)



Reading



Writing

THE ECLS IS ENDORSED BY:

Alliance for Excellent Education
American Federation of Teachers
American Montessori Society
Association for Middle Level Education
Association Montessori International/USA
Association of Christian Schools International
Association of Christian Teachers and Schools
Christian Schools International
Council for Exceptional Children
Council of Chief State School Officers
Council of Islamic Schools in North America
International Literacy Association
Islamic Schools League of America
Lutheran Church-Missouri Synod

National Alliance of Christian Schools
National Association of Elementary School Principals
National Association of Independent Schools
National Catholic Educational Association
National Christian School Association
National Council of Teachers of Mathematics
National Institute for Early Education Research
National Parent Teacher Association
National School Boards Association
National Science Teaching Association
Texas State Teachers Association
The School Superintendents Association
U.S. Conference of Catholic Bishops
WELS Commission on Lutheran Schools